

## STEWART HEIGHTS ELEMENTARY

1001 West Calhoun Street  
Dillon, South Carolina 29536

**GRADES** PK-3 Elementary School

**ENROLLMENT** 389 Students

**PRINCIPAL** Jayne C. Lee 843-774-1219

**SUPERINTENDENT** D. Ray Rogers 843-774-1200

**BOARD CHAIR** Fitzgerald Lytch 843-774-5454

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent

3

Good

9

Average

46

Below Average

47

Unsatisfactory

3

#### IMPROVEMENT RATING:

**AVERAGE**

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

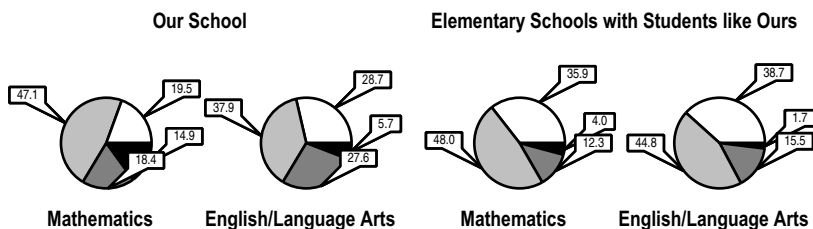
**FOR MORE INFORMATION, VISIT WEBSITES AT:**





**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Average	Average	N/A
2002	Good	Excellent	N/A
2003	Good	Average	Yes
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	29	93	75
Percent satisfied with learning environment	96.6%	94.6%	88.1%
Percent satisfied with social and physical environment	96.4%	89.2%	86.1%
Percent satisfied with home-school relations	84.6%	93.5%	84.7%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	100	99.0	28.7	37.9	27.6	5.7	33.3	17.6
Gender								
Male	48	97.9	35.0	32.5	25.0	7.5	32.5	17.6
Female	52	100.0	23.4	42.6	29.8	4.3	34.0	17.6
Racial/Ethnic Group								
White	12	100.0	N/A	N/A	N/A	N/A	N/A	17.6
African-American	83	100.0	28.4	39.2	27.0	5.4	32.4	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	1	N/A	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	89	98.9	22.4	39.5	31.6	6.6	38.2	17.6
Disabled	11	100.0	72.7	27.3	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	100	99.0	28.7	37.9	27.6	5.7	33.3	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	100	99.0	27.1	38.8	28.2	5.9	34.1	17.6
Socio-Economic Status								
Subsidized meals	96	99.0	30.1	37.3	26.5	6.0	32.5	17.6
Full-pay meals	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6

Mathematics								
All students	100	100.0	19.5	47.1	18.4	14.9	33.3	15.5
Gender								
Male	48	100.0	17.5	52.5	15.0	15.0	30.0	15.5
Female	52	100.0	21.3	42.6	21.3	14.9	36.2	15.5
Racial/Ethnic Group								
White	12	100.0	N/A	N/A	N/A	N/A	N/A	15.5
African-American	83	100.0	18.9	50.0	17.6	13.5	31.1	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	89	100.0	15.8	46.1	21.1	17.1	38.2	15.5
Disabled	11	100.0	45.5	54.5	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	100	100.0	19.5	47.1	18.4	14.9	33.3	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	100	100.0	20.0	45.9	18.8	15.3	34.1	15.5
Socio-Economic Status								
Subsidized meals	96	100.0	20.5	47.0	18.1	14.5	32.5	15.5
Full-pay meals	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	89	N/A	38.8	36.5	24.7	N/A	24.7
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	100	99.0	28.7	37.9	27.6	5.7	33.3
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	89	N/A	22.4	27.1	31.8	18.8	50.6
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	100	100.0	19.5	47.1	18.4	14.9	33.3
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 389)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	6.0%	Up from 4.6%	2.5%	2.4%
Attendance rate	95.4%	Down from 95.9%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	6.8%	Up from 5.7%	5.2%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	7.3%	Up from 6.8%	8.3%	8.0%
Older than usual for grade	1.0%	Up from 0.8%	2.9%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 26)				
Teachers with advanced degrees	50.0%	Down from 51.9%	46.9%	50.0%
Continuing contract teachers	84.6%	Up from 81.5%	77.8%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	91.5%	Up from 85.5%	80.2%	86.2%
Teacher attendance rate	94.9%	Up from 93.6%	95.1%	95.3%
Average teacher salary	\$37,596	Up 3.7%	\$38,505	\$39,909
Prof. development days/teacher	12.5 days	Down from 14.5 days	13.0 days	11.4 days

School				
Principal's years at school	18.0	Up from 17.0	3.0	4.0
Student-teacher ratio	19.0 to 1	Up from 18.8 to 1	17.1 to 1	18.9 to 1
Prime instructional time	89.1%	Up from 88.5%	88.6%	89.7%
Dollars spent per pupil*	\$5,119	Up 17.1%	\$6,769	\$5,892
Percent spent on teacher salaries*	66.5%	Down from 69.5%	63.6%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.1%	Up from 95.6%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Stewart Heights Elementary School serves approximately 400 students in grades kindergarten through third grade. The school is a Title I School-wide Project site due to the high number of students on free and reduced lunch status. Ninety-three to ninety-five percent of the students fall into this category each year. The student population averages 80% African-American, 15% White and 5% American Indian/Hispanic.

Faculty and staff members strive to meet the students' needs daily. The South Carolina Curriculum Standards are used as the basis for all instructional activities. Teachers meet weekly to plan standards based lessons to help prepare the students for the next grade level and for the Palmetto Achievement Challenge Test (PACT) that is administered to all third grade students in May of each school year.

Parents are invited in for Parent Day conferences, APS conferences, P.T.O. Open Houses, Author's Tea programs, PACT Parent Nights, American Education Week activities, academic conferences and parenting programs. Transportation is provided upon request. Meals are served and baby-sitting services are provided during PACT Parent Nights. Home/school relations are also enhanced by way of school and classroom newsletters, teacher calls/notes and home visits. The school's Title I facilitator tallies all attendance records annually. A parent attendance rate of 30% is an annual average.

During the 2002-2003 school year, English Language Arts, math, science and social studies served as the core curriculum in all classrooms. Supplies and materials were purchased with federal and state funds to support these subject areas. Classroom teachers utilized results from Individual Reading Assessments to implement literacy groups and writing centers. Special education teachers reworked all student IEP's using the Tranquility software program. Mentors volunteered their time to assist students with their reading skills. Business partners took an active role in support of the school and its programs. With the efforts noted above and others, it was not surprising that the school received recognition from the South Carolina State Department of Education. The school won the Palmetto Gold Award for its efforts in meeting the state's goal for achievement. The school received a certificate, flag and monetary award.

Jayne C. Lee  
Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.